

SECTION I

PART E STATEWIDE REMEDIAL EDUCATION POLICY *DRAFT*

1.00 Introduction

Colorado Revised Statute 23-1-113.3 authorizes the Colorado Commission on Higher Education (Commission) to establish a policy to identify students who need remedial courses in English and mathematics matriculating to all state-supported baccalaureate and graduate institutions of higher education in the state, and to develop and maintain procedures and standards whereby institutions may offer remedial courses. The Commission is also required to review and revise these standards periodically to ensure they are allowing for the greatest student success.

In 2012, the Commission adopted Colorado Competes, a five-year master plan. The goals of this Admission Standards Policy directly support the Colorado higher education master plan. Goal number one calls for Colorado to “increase the attainment of high quality postsecondary credentials across the academic disciplines and throughout Colorado by at least 1,000 new certificates and degrees each year to meet anticipated workforce demands by 2025.”

This policy is comprised of the following sections:

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2.00 Terminology

Assessment Tests: Colorado accepts six assessment instruments for determining if the first-time student is college-ready in English or mathematics based on the relevant cut scores listed in Table 1. Institutions of higher education can choose to use any or all approved primary assessments listed below. Each institution must accept ACT or SAT at a minimum.

ACT Assessment Test:

English: ACT Assessment English subscore 18 or ACT Writing subscore ## (Writing assessment is not required)

Math: ACT Assessment mathematics subscore 19

SAT Assessment Test:

English: SAT Verbal subscore or SAT Essay Writing subscore

Math: SAT Mathematics

Accuplacer Assessment Test:

English: Sentence Skills

Math: Elementary Algebra

Compass Assessment Test:

English: Writing skills test

Math: Math placement test

Partnership for Assessing Readiness for College and Career (PARCC*) Assessment

English language arts/literacy

Mathematics

Smarter Balanced* Assessment

English language arts/literacy

Mathematics

** Partnership for Assessment of Readiness for College and Careers (PARCC) and Smarter Balanced instruments are currently being deployed and field-tested nationally and by the Colorado Department of Education in an effort to implement and assess statewide college and*

career readiness standards for students. The research and validation studies will be available by 2016-17, at which point Colorado institutions of higher education will begin to utilize the approved college-readiness scores.

Academic skills courses means courses that teach the basic academic skills necessary to succeed at a postsecondary institution.

Basic skills courses means courses that are prerequisites to the level of work expected at a postsecondary institution and include academic skills courses and preparatory courses.

First-Time Undergraduate, as applied in this policy, means an undergraduate student enrolling in a higher education institution for the first time with no previous postsecondary experience. Enrollment in personal enrichment or career and technical education courses is not considered previous postsecondary experience. Prior enrollment as a high school student concurrently enrolled in a higher education institution does not preclude a student from being categorized as first-time.

Three groups of students are included in the definition of first-time undergraduate, unless exempted:

- first-time, degree-seeking undergraduates;
- non-degree seeking undergraduates who change to degree-seeking status; and
- Non-degree seeking first-time undergraduates who have graduated from a Colorado public or private high school (or its equivalent) during the previous academic year.

National assessment test scores include, but are not limited to, ACT test scores and SAT test scores.

Preparatory courses means courses designed for students who demonstrate a deficient skill level in the general competencies necessary to succeed in a standard postsecondary curriculum and include but are not limited to reading courses that focus on non-technical vocabulary, word identification and reading of everyday material; writing courses that focus primarily on grammar, usage, punctuation, and effective sentences and paragraphs; and mathematics courses primarily

covering concepts introduced in elementary and intermediate algebra and geometry.

Remedial Courses means basic skills courses designed for students deficient in the academic competencies necessary to succeed in a college-level curriculum.

Secondary Evaluation means an institution-specific secondary-evaluation process used to place students into courses.

Supplemental academic instruction means co-requisite instruction in reading, writing, or mathematics for students with limited academic deficiencies who are placed into college-level course work that is approved for statewide transfer pursuant to section 23-1-125 (3).

"Supplemental academic instruction" does not include prerequisite basic skills courses.

3.00 Statutory Authority

This section of the law is applicable to the establishment of the Commission's policy on basic skills assessment, standards and procedures.

23-1-113. Commission directive - admission standards for baccalaureate and graduate institutions of higher education - policy - definitions (1.5) (a) (I) The commission shall establish and the governing boards shall implement a policy pursuant to [section 23-1-113.3](#) to identify matriculated students who need basic skills courses in English and mathematics and standards and procedures whereby state institutions of higher education may offer basic skills courses as provided in [section 23-1-113.3](#). The commission, in consultation with the governing boards, shall ensure that the policy aligns with the admission policy adopted pursuant to subsection (1) of this section. In identifying the standards for basic skills, the commission may differentiate requirements for mathematics based on the prerequisite skills needed for required courses within a student's declared program of study.

(II) As part of the policy established pursuant to this paragraph (a), the commission may authorize a state institution of higher education to provide supplemental academic instruction even though the institution is not authorized to provide basic skills courses pursuant to [section 23-1-113.3](#). The institution may receive stipend payments from the state pursuant to [section 23-18-202](#) on behalf of an eligible undergraduate student, as defined in [section 23-18-102 \(5\)](#), who is enrolled in a college-level course that includes supplemental academic instruction. (II) As part of the policy established pursuant to this paragraph (a), the commission may authorize a state institution of higher education to provide supplemental academic instruction even though the institution is not authorized to provide basic skills courses pursuant to [section 23-1-113.3](#). The institution may receive stipend payments from the state pursuant to [section 23-18-202](#) on behalf

of an eligible undergraduate student, as defined in [section 23-18-102 \(5\)](#), who is enrolled in a college-level course that includes supplemental academic instruction.

4.00 Policy Goals

The Remedial Education Policy is designed:

1. To prepare students to be successful in credit-bearing math and English courses.
2. To provide accurate and timely information regarding course, degree and support options for students identified as underprepared.
3. To provide transparency by informing stakeholders: (1) students, (2) K-12 and higher education, and (3) the public about outcomes of remediation.

5.00 Role and Responsibilities

5.01 The **Commission** shall:

- 5.01.01 Design and implement statewide policies for remedial education.
- 5.01.02 Provide the General Assembly information on the number, type and cost of remedial education provided.
- 5.01.03 Develop appropriate funding policies that support the institutional role and mission.
- 5.01.04 Ensure the reliability and validity of placement or assessment tests.
- 5.01.05 Ensure that each student identified as needing basic skills remedial coursework is provided with written notification identifying which state institutions offer such basic skills courses and the approximate cost and relative availability of such courses, including any electronic on-line courses.

5.02 **Governing Boards** shall:

- 5.02.01 Ensure that each enrolled first-time undergraduate student enrolled at one of its institutions is assessed in English and mathematics prior to enrolling in the first semester of their college career. If the student has completed one of the following within the past three years, no additional assessment is required:
 - 5.02.01.01 ACT Assessment Test: scored an 18 or higher writing (English) subscore or 19 or higher mathematics subscore; or

- 5.02.01.02 SAT Assessment Test: scored ## or higher on the SAT verbal (English) for writing, or ## or higher on the SAT mathematics; or
- 5.02.01.03 Accuplacer Assessment Test: scored ## or higher on the Accuplacer Sentence Skills test or ## or higher on the Accuplacer Elementary Algebra test; or
- 5.02.01.04 Compass Assessment Test: scored ## or higher on English test or ## or higher on mathematics test; or
- 5.02.01.05 Met one of the following criteria for exemption from assessment. In addition to those listed in section 6.00, exemptions include students who:
 - 5.02.01.05.01 Have successfully completed a college-level English and college-level mathematics course; or
 - 5.02.01.05.02 Have successfully completed necessary remedial course(s), if required, in English or mathematics.

Note: "Successfully completed" refers to a student who earns a grade of C- or higher or who has satisfactory completion.

- 5.02.02 Ensure that each enrolled first-time undergraduate shall take placement or assessment tests in English and mathematics and that institutions inform the students needing remediation of the responsibility to complete the coursework within the first 30 semester hours.
- 5.02.03 Ensure that each enrolled first-time undergraduate whose assessment score indicates inadequate college preparation in English and mathematics has the appropriate advising information regarding the necessity to enroll in remedial skill classes or Supplemental Academic Instruction courses during the first semester following a placement test.
- 5.02.04 Ensure that each enrolled first-time undergraduate identified as needing basic skills remedial coursework is provided with written notification identifying which state institutions offer such basic skills courses, including any electronic on-line courses.
- 5.02.05 Ensure a secondary evaluation process is in place that will allow students who test below the college-level scores to be placed into college-level coursework as appropriate.

5.03 Institutions shall:

- 5.03.01 Assess college readiness in English and mathematics and ensure that the state-approved tests are administered as needed.
- 5.03.02 Inform students identified with remedial needs that s/he should complete remediation no later than the end of the first year (i.e., within the first 30 semester hours after being matriculated as a college student). For students with unmet remedial needs who have completed 30 or more credit hours, institutions must require that a student meet with an academic advisor on the need to address basic skill deficiencies before registering for additional coursework.
- 5.03.03 Offer basic skills courses as allowed within statutory role and mission
- 5.03.04 Place students in the appropriate level of coursework upon assessment. Students not meeting the specified minimum cut score may be deemed college-ready based on an institutionally-designed secondary evaluation.
- 5.03.05 Students scoring at or above the cut score (see Table 1) are ready for a college-level course. Colleges may determine that the student may need co-requisite Supplemental Academic Instruction to ensure success. Students may not be required to take remedial coursework if they have been deemed college-ready.
- 5.03.06 Students scoring below the cut score (see Table 1) may be allowed to enter college-level courses based on an institution's secondary evaluation process.
- 5.03.07 Submit remedial and Supplemental Academic Instruction data to the Commission.

5.04 Students shall:

- 5.04.01 Take the required assessment and placement tests, if necessary, prior to or during the first term of enrollment.
- 5.04.02 Take the appropriate remedial coursework no later than the end of their first year (or within the first 30 semester hours) if a student is identified as needing remediation.

6.00 Students Exempt from Assessment

Students who have completed either college-level English and/or college-level mathematics courses and/or a remedial course (if required for program of study) in English and mathematics are exempt from assessment. Other students exempt from assessment include those who:

- 6.01 Earned a baccalaureate degree; or
- 6.02 Earned a transfer-oriented associate degree (i.e., A.A. or A.S.); excludes A.G.S. and A.A.S. graduates. Commission Academic Affairs Policy section I part F Admissions Standards Policy requires transfer students to have completed basic skills courses before being considered for transfer admission; or
- 6.03 The following categories are exempt except if students want to take courses in college-level English or mathematics. Students:
- 6.04 Pursuing a career and technical certificate. *Note that some institutions' assessment requirements may be more stringent than that set by the Commission (e.g., requiring assessment of certificate-seekers); or*
- 6.05 Concurrently-enrolled in high school, taking courses in their determined program of study that would otherwise not require assessment for placement; or
- 6.06 Enrolled as exchange students, coming from another institution, state or country for study, for a defined period of time (e.g., academic term or year); or
- 6.07 Who are non-degree seeking undergraduates (unless recent high school graduates, referenced above) until the student becomes degree-seeking.

7.00 Process and Procedures

7.01 Governing Board Policy Requirements and Format

In order to comply with section XX and XX of this policy, each governing board shall require its institutions to develop remedial procedures that:

- Specify the test administration policy, including dates and location of test administration (e.g., contract with another college).
- Specify its practices for informing students regarding the availability of remedial courses, including any electronic on-line courses.
- Specify the practices for determining how the students who are diagnosed as needing remedial courses have satisfied the remedial requirements.

7.02 Funding

7.02.01 Any state-supported institution of higher education with a two-year statutory role and mission may offer and receive state general funds for basic skills courses.

7.02.02 Any state-supported institution of higher education without a two-year role and mission is prohibited from claiming general fund support for basic skill credit hours, except through Supplemental Academic Instruction courses (if authorized by the Commission). However, these institutions may offer basic skills courses by contracting with a Colorado public community college or on a cash-funded basis, except for Metropolitan State University of Denver and the University of Colorado Denver. Colorado statute states that the Community College of Denver is the only institution on the Auraria campus authorized to deliver basic skills courses – for state support or for cash.

7.02.03 Institutions of higher education with a two-year statutory role and mission may include basic skills credit hours generated by concurrently enrolled students in the 12th grade in the number claimed for state general fund support.

7.03 Accountability and Data Reporting

7.03.01 Any institution that provides basic skills courses, whether the courses are delivered for cash or receive state support, and/or provides Supplemental Academic Instruction, shall collect data regarding student performance, including data that describes the students who take basic skills courses and/or Supplemental Academic Instruction courses, the school districts from which said students graduated, the year in which the student graduated, the basic skill and/or Supplemental Academic Instruction areas that required instruction, and the credit hours earned in these courses.

7.03.02 All institutions providing basic skills or Supplemental Academic Instruction courses shall submit the required files to the Commission, following its prescribed data definitions and reporting dates.

7.03.03 The institutions shall provide any financial information, including FTE generated by remedial and Supplemental Academic Instruction courses and program costs, following prescribed data definitions and formats.

- 7.03.04 The Commission shall transmit annually to the Education Committees of the Senate and the House of Representatives, the Joint Budget Committee, and the Department of Education, an analysis of the data including:
- 7.03.05 The number of students who take basic skills and/or Supplemental Academic Instruction courses;
- 7.03.05 The costs of providing basic skills and/or Supplemental Academic Instruction courses; and
- 7.03.06 Whether students who complete said basic skills and/or Supplemental Academic Instruction courses successfully complete the requirements for graduation/transfer/completion.
- 7.03.07 Pursuant to C.R.S. 23-1-113.3, the Commission must provide a high school feedback report to Colorado school districts on remediation of their recent high school graduates. For that report, recent high school graduates are defined as degree- and non-degree seeking undergraduates. The high school graduation cohort from the Colorado Department of Education will be used to assign basic skills students to a high school and/or district.
- 7.03.08 The Commission shall disseminate the analysis to each Colorado school district, the public high schools within each district and institutions of higher education, complying with Commission's adopted Privacy Policy (see XXX).

8.00 College-Readiness Assessment Cut Scores

This table will be monitored every three years based on Colorado specific data. Cut scores may be adjusted higher or lower based on empirical data of student performance in college English and college mathematics courses.

Table 1 – College-Ready Assessment Cut Scores

Assessment Test	Math Subscore	English Subscore
ACT	19	18
SAT		
ACT Writing Subscore *		

Accuplacer		
Compass		
PARCC**	TBD	TBD
SBAC**	TBD	TBD

* Not required, not primary assessment, but can be used as a secondary assessment.

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